

Parents' & Carers' Survey 2021

We had a good number of responses to our Parents' & Carers' Survey last term (80 in total)– thank you to everyone who took the time to respond! We very much appreciate the time that you spent and value all your views and feedback.

We are very pleased with the high level of confidence you feel in all aspects of the school. Thank you also to those of you who included additional comments or suggestions, and your email address so that we could identify you as parents of the school.

There were 14 anonymous responses which we cannot reliably validate as parental responses, as we are unsure if they are repeat responses or from outside the school, but in order to be fully transparent with all families, we have included below the data both with and without the anonymous entries, as we are conscious that if some parents preferred not to leave their name but had opinions to share, we would not wish to ignore these.

All of your comments have been noted for further discussion, as we want to continue improving and developing our practice.

In the meantime, thank you for your support and partnership in our shared aim of giving your child a safe, happy and effective education.

What will we do in response to your feedback?

My child is happy at this school	Agree or strongly agree	
	(all respondents)	(not including anonymous respondents)
	98	100
Some comments: <ul style="list-style-type: none">• Couldn't be happier• One child has been very unsettled since being back largely around classroom seating. I have spoken with the teachers regarding this.• Both my children are thriving at this school!• My child loves the school and is very happy there• There seems to be a notion of 'best friend' (very much singular) leaving children feeling unhappy and excluded. I feel more can be done to engender a group friendship culture and to spot children that use physical strength in an attempt to dominate.• My daughter is very very happy.		
Our response: <p>It is great to hear that your children have remained very happy at school for the most part this year despite all the pressures and changes the pandemic has caused. Our priority is to continue to build on the STEPS behaviour approach to ensure that all children feel included in all elements of school life, and that being in school is a positive experience. We will continue to carefully monitor pupil wellbeing this year, and offer regular opportunities for children to discuss their feelings and communicate about friendships and emotions. Staff encourage children to be inclusive of all children. As mentioned above, if something is impacting significantly on your child's happiness, then it is worth speaking to your child's class teacher. Although we cannot meet face to face at the moment, teachers are happy to give parents a call back. Please send a message via the office@isleham.cambs.sch.uk email address.</p>		

My child feels safe at this school	Agree or strongly agree	
	(all respondents)	(not including anonymous respondents)
	96	100

Some comments:

- The staff have done a great job with Covid-safety measures and look out for the children's safety
- My child has been hurt by other children and they mention that other children seemingly seek to hurt them or are repeat offenders.
- My child is always kept safe

Our response:

The school is proud of the safe environment we have been able to set up with your support as parents and the support of your children. Our Health & Safety leadership committee, overseen by the County emergency team have ensured we mitigate as many risks as we can during the Pandemic- we meet half termly to ensure that all safety measures are in place for school users, and health & safety is also discussed at each weekly staff meeting. Your feedback about behaviour impacting on how your child feels helps us to monitor the support that we give to your child, whether or not they have additional needs and a focus of our new behaviour policy is ensuring that children do understand the steps that are being taken to resolve any antisocial behaviour or incident which has affected another child. This year had been a difficult year for many pupils but especially for those with social, emotional and communication needs. We make reasonable adjustments for children with special educational needs, as outlined in the SEN Code of Practice (2015). This could look like an inconsistent approach to our policy, but please be assured that our aim is always to ensure the safety and happiness of all pupils and to create an inclusive environment conducive to learning for all of the children.

This school supports and promotes positive behaviour	Agree or strongly agree	
	(all respondents)	(not including anonymous respondents)
	98	100

Some comments:

- The new policy is really positive
- Excellent new Behaviour Policy. I hope that bad behaviour will also be dealt with quickly though so that the teacher's attention isn't taken for too much time.
- The regular changes in the behaviour policy cause confusion and lack of consistency.

Our response:

Our monitoring of behaviour, shows consistent adherence to the policy and promotion of positive behaviour as survey responses have recognised. We regularly train all staff to ensure that we are all using the same supportive language when talking to children about their behaviour and responding to the positive behaviour we see, as well as any antisocial behaviour. Our policy has not changed dramatically in the past 2 years, although our most recent training in February 2021 focused upon recognising more of the prosocial behaviour more consistently that the vast majority of our children show, via the newsletter and 'special mention' sticker system. We also teach the full Cambridgeshire PSHE scheme of work which focuses on children developing positive relationships, self-awareness and a healthy lifestyle.

We have three trained mental health first aiders in school who support children's individual needs, as well as regular social group interventions run by teaching assistants; a visiting play therapist also comes to the school each week, and selected children benefit from reading with the reading therapy dog; children's voices are heard and taken seriously in relation to behaviour, and to promote anti-bullying messages across our school community. We will continue to train our pupils to report any concerns promptly to their teacher so that positive behaviour is the norm in our school, and issues are resolved through dialogue.

The school deals effectively with bullying	Agree or strongly agree or have no experience	
	(all respondents)	(not including anonymous respondents)
	91	94

Some comments:

- The teachers are good at following up with children
- When there are issues, these are resolved.
- I haven't experienced or heard of any cases of bullying but the policy seems sensible
- Fortunately, I haven't experienced any bullying with my own children but I feel confident that I could approach their teachers to discuss any issues.
- Sometimes I do feel it's difficult for teachers and TAs to know everything that is going on and bullying can occur in a number of ways, in class, in the playground and also simply by leaving people out. It's hard thinking your child is lonely in school and not knowing how to rectify it.
- Bullying happened for months and didn't get spotted
- Thankfully, I don't have any personal experience with either of my children.

Our response:

We are proud of the fact that reports of bullying are a rare occurrence, and when it does occur, parents and children respond positively to the actions we take. Our Positive Behaviour and Anti-Bullying Policies are reviewed by staff and Governors annually, and shared with you as parents each year, including when any updates are made as in the case recently for the behaviour policy. Our policies are published on our school website so that you can be clear of how reported issues of bullying will be responded to. Regular class sessions within the PSHE curriculum, and as a result of any issues which occur, go over how to deal with repeated unkind words or actions, and ensure children understand that this is not acceptable.

We will continue to encourage children to share their concerns with staff during the school day and not just at home. We ask that parents do contact school if you have concerns, rather than other parents, so that we are able to support individual children better.

The school makes me aware of what my child will learn during the year (and has provided a balanced range of home learning during school closure).	Agree or strongly agree	
	(all respondents)	(not including anonymous respondents)
	99	94

Some comments:

- Great remote learning options set by teachers
- The newsletter and Class DOJO have been used very effectively.
- One of the great things about home learning was the ability to know what they were learning, be involved and get to know their teachers. The major issue was all the work being set in different formats- no consistency between year groups and even within the same year.
- Home school has been difficult, not sure there is a 1 size fits all to home schooling, but personally more room facing or video lessons would have helped
- The home learning this time around was very organised and structured, well done all.
- Strongly agree- however, it would be lovely to have a ClassDojo post weekly for other years similar to the reception newsletter
- Enjoyed the home learning

Our response:

In this exceptional year, it has been more important than ever that parents understand what children should be learning, and we are incredibly grateful for the support of parents in helping their children learn remotely. Where inconsistencies occurred in Lockdown, these were resolved as soon as possible, and face to face sessions and live feedback were common place for families, as well as check-in calls when needed. We were pleased with the response rate to our remote learning offering which was over 95% daily.

Our class newsletters, ClassDojo posts and class website pages detail what your child will learn and have learned in each year group across each term. We hope that it will be easier now that all the children are back in school to more readily update the website pages. The learning expectations for the year are also published on your child's class webpages. Over the summer term 2021, we will also trial using ClassDojo to share 'wow' work with you, in addition to year group compilations of work in the newsletter.

If I have raised concerns with the school they have been dealt with properly	Agree or strongly agree	
	(all respondents)	(not including anonymous respondents)
	99	94

Some comments:

- The teachers are always quick to respond when I have messaged them and have acted on any queries or concerns.
- I can always able to speak to Head or Deputy- very approachable
- I currently observe the situation and try to manage differences through discussions with other parents.
- Always quick and thorough

Our response:

We appreciate that most parents feel that staff are proactive and approachable in seeking to understand any concerns and respond accordingly. As mentioned earlier in the survey, it is far preferable for parents to raise concerns about any issues or concerns which have occurred directly with the school, rather than with other parents. If you have a concern, please see our website for more information on how to raise this in school.

My child does well at this school and the school has high expectations for my child	Agree or strongly agree	
	(all respondents)	(not including anonymous respondents)
	89	94

Some comments:

- Good to see the standardized scores this year so we can keep track.
- My child has dyslexia which holds her back. She does as well as she can.
- I agree the school has high expectations but I do think there is room for improvement for individuals achieving
- I have two children who are quite different in personality, and they are both achieving in their own way.
- My child does well at the school and is quite academic. In some instances there are higher expectations where the school tries to encourage my child to do more in-depth work. But there are also occasions where this isn't the case and where my child is not really challenged.
- Able children always have challenges

Our response

It has certainly been a challenge to pitch the amount of support and expectation during the national lockdowns throughout the past year.

Although, we have continued our parent meetings, and termly reports, if you feel you would like more information on how your child is progressing, please do speak to your child's class teacher who will be happy to give you more information.

We are keen as a school to ensure that each child can 'be the best they can be' and flourish in our school and work in partnership with you to achieve this. Teachers plan for the range of abilities in each class and have extension opportunities for able pupils as well a support programme for those who may need it.

The school lets me know how my child is doing (and how I can support my child's home learning).	Agree or strongly agree	
	(all respondents)	(not including anonymous respondents)
	95	94

Some comments:

- I am really impressed by the communication I receive from the school and support we received with home learning
- Feedback during home learning was great for one child and not for the other- very little feedback, which was a contributing factor to producing very little work.
- In some cases this is true, but more often (under 'normal' schooling) it is left until parent's evening which is only twice a year. The feedback via class dojo has been really valuable. I feel that at present I have a much more accurate picture of how my child is doing, which I haven't felt previously during 'normal' schooling. Communication is excellent about homework learning. The National Tutoring Programme has been great.
- Lots of verbal feedback and reports
- Class DOJO has given an additional insight into my children's learning.
- Only during the term updates and parents evening so not many opportunities for this communication

Our response

Our open door policy where all staff are happy to speak to you on any day, has had to take a virtual nature this year for obvious safety reasons. It has certainly been hard to keep contact with our parents although as commented upon, ClassDojo has been an invaluable method of communication and teachers have spent a great deal of time catching up with families via telephone when this has been requested.

We aim to provide many informal, and formal opportunities for you to meet class teachers with a termly progress report. The comprehensive final report in the summer term each academic year provides feedback against the expectations for your child's year group in each subject area.

Half termly targets will continue to be set so that you are aware of what the current focus for your child is in school. We will aim to develop these to make them purposeful for you to work on at home through teachers carrying out individual conferencing with each child.

The way we assess pupils is explained on our website.

The school supports my child's wider personal development (confidence, resilience and independence)

Agree or strongly agree

(all respondents)

(not including anonymous respondents)

89

94

Some comments:

- Lots of chances to speak in class and in assemblies outside lockdown
- Lots of extra opportunities to gain confidence
- Lots of clubs when it's not lockdown and they are free
- Children are happy at the school but I observe sadness and worry from them (showing lack of resilience).

Our response

We provide opportunities for all children to experience and play a part in their local community and wider world; giving our older children residential opportunities to develop their confidence, resilience and independence amongst more general opportunities like use of the school swimming pool. All children get an opportunity to represent and perform to/ for their school through concerts, performances, sports competitions and visits to the local community (when out of Covid restrictions). Children regularly present in assemblies and our School Council representatives (Class & School Ambassadors this term) as well as Junior Travel Ambassadors take on leadership roles in the school outside Covid-times too. From September 2021, we are hopeful that children will be able to take on more roles of responsibility within the school such as 'buddy' roles with Reception children (Year 6), House Ambassador roles, Assembly monitors, School Council leaders, Eco Warriors and Peer Mediators.

We always receive positive responses from the public and other schools and businesses when our children have been to visit, and are looking forward to the children being able to get out and about more when lockdown restrictions are lifted.

Personal development is a large element of the PSHE curriculum in school and children are encouraged to develop their skills in speaking out about their feelings with confidence and managing situations independently according to their age group.

I would recommend this school to another parent	Agree or strongly agree	
	(all respondents)	(not including anonymous respondents)
	96	94

Our response

We are pleased that an overwhelming majority of families would recommend Isleham C of E Primary School to other parents. Those who would not, are encouraged to continue to offer feedback to help us get this right for their children and family. We have a dedicated staff team who are always very keen to hear from parents with suggestions for improvements in the way we are operating. Please feel free to catch us at school, to email us or to call if you have something to contribute.

THANK YOU.